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ABSTRACT

World history guides students to an understanding of culture, geography, and diversity of expression using a historical chronology that illustrates humankind's connections throughout the world. The state of Idaho mandates a core requirement of two credits to be completed in the field of arts and humanities. To achieve success in this core requirement, a student must gain content knowledge, practice critical thinking skills, and experience personal expression in the arts and humanities disciplines. Following an introduction, this Idaho course-of-study guide is divided into four blocks: (1) "Origins"; (2) "Developing Societies"; (3) "Conflict and Change"; and (4) "Relationships." Each block is subdivided by "Goal and Objectives"; "Cultural Reflections"; "Idaho Achievement Standards"; "Suggested Activities"; and "Suggested Materials." Appendix A outlines Idaho Achievement Standards; Appendix B provides sample lessons and additional activities for three of the four blocks. (BT)

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ED 463 225

COURSE OF STUDY

Idaho Department of Education

World History [Humanities]

SO 033 687

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State Superintendent of Public Instruction

IDAHO DEPARTMENT OF EDUCATION

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Introduction

"The Past - the dark, unfathom'd retrospect!
The teeming gulf - the sleepers and the shadows!
The past! the infinite greatness of the past!
For what is the present after all but a growth out of the past?"
Walt Whitman, "Passage to India," 1871.

Historical Understanding:

"History is a broadly integrative field, recounting and analyzing human aspirations and strivings in various spheres of human activity: social, political, scientific/technological, economic, and cultural. Studying history - inquiring into families, communities, states, nations, and various peoples of the world - at once engages students in the lives, aspirations, struggles, accomplishments, and failures of real people, in all these aspects of their lives.

Through social history, students come to deeper understandings of society: of what it means to be human, of different and changing views of family structures, of men's and women's roles, of childhood and of children's roles, of various groups and classes in society, and of relationships among all of these individuals and groups. This sphere considers how economic, religious, cultural, and political changes have affected social life, and it incorporates developments shaping the destiny of millions: the history of slavery; of class conflicts; of mass migration and immigration; the human consequences of plague, war, and famine; and the longer life expectancy and rising living standards following upon medical, technological, and economic advances.

Through political history, students come to deeper understandings of the political sphere of activity as it has developed in their local community, their sate, their nation, and in various societies of the world. Efforts to construct governments and institutions; the drive to seize and hold power over others; the struggle to achieve and preserve basic human rights, justice, equality, law, and order in societies; and the evolution of regional and world mechanisms to promote international law are all part of the central human drama to be explored and analyzed in the study of history.

Through history of science and technology, students come to deeper understandings of how the scientific quest to understand nature, the world we live in, and humanity itself is as old as recorded history. So, too, is the quest to improve ways of doing everything from producing food, to caring for the ill, and transporting goods, and advancing economic security and well-being of the group. Understanding how scientific/ technological developments have propelled change and how these changes have altered all other spheres of human activity is central to the study of history.

Through economic history students come to deeper understanding of the economic forces that have been crucial in determining the quality of people's lives, in structuring societies, and in influencing the course of events. Exchange relationships within and between cultures have had major impacts on society and politics, producing changing patterns of regional, hemispheric, and global economic dominance and permitting the emergence in the 20th century of a truly international economy, with far-reaching consequences for all other spheres of activity.

Through cultural history, students learn how ideas, beliefs, and values have profoundly influenced human actions throughout history. Religion, philosophy, art, and popular culture have all been central to the aspirations and achievements of all societies, and have been a mainspring of historical change from earliest times. Students' explorations of this sphere of human activity, through literature, sacred writings and oral traditions, political treatises, drama, art, architecture, music, and dance, deepen their understandings of the human experience.

Analyzing these five spheres of human activity requires considering them in the contexts both of historical time and geographic place. The historical record is inextricably linked to the geographic setting in which it developed. Population movements and settlements, scientific and economic activities, geopolitical agendas, and the distributions and spread of political, philosophical, religious, and aesthetic ideas are all related in some measure to geographic factors. The opportunities, limitations, and constraints with which people have addressed the issues and challenges of their time have, to a significant degree, been influenced by the environment in which they lived or to which they have had access, and by the traces on the landscape, malignant or benign, irrevocably left by those who came before."

(Excerpt from National Center for History in the Schools, National Standards for World History: Exploring Paths to the Present, University of California: CA, 1994.)

Western Civilization or World History, traditionally offered high school social studies courses, will no longer satisfy the state definition of a humanities course for graduation credit without a clearly articulated and demonstrated commitment to the inclusion of *cultural history*. World History [Humanities] builds upon the middle grades understanding of culture and geography to explore the richness of those cultural experiences as captured in the arts.

Inasmuch as the high school provides a variety of course offerings in the arts and music, wherein the student begins to specialize or hone talents, World History [Humanities] exposes the student to the wide diversity of expression chronicled through historical development. With an expanded worldview, the student now defines "self" through the humanities - the expression of individuality and connectedness to mankind as a citizen of the world.

The following Position Statement, developed by Dr. Peggy Wenner, Idaho State Department of Education Humanities Specialist, provides further support for developing the high school offerings in the humanities.

> All Idaho students have the right to develop a basic understanding of the humanities disciplines. In order to achieve success, a student of the humanities must gain content knowledge, practice critical thinking skills, and experience personal expression in the arts and humanities disciplines. The state of Idaho mandates a core requirement of 2 credits to be completed in the arts/humanities. *The Idaho Achievement Standards in Humanities outline three central standards that must be met in order for a course to qualify for humanities credit.*
>
> Standard One:
> Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.
>
> Standard Two:

Conduct structural analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Three:
Communicate in the humanities disciplines through application and creative expression.

Idaho Achievement Standards:

Standards provide widely agreed upon guidelines for what all students should learn and be able to do. They are useful in the development of curricular frameworks, course outlines, textbooks, professional development programs, and systems of assessment. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth, the citizens of today and tomorrow. As a citizen of the world, the student will draw upon an understanding of the *History of Human Civilization.*

Each of the *World History [Humanities]* instructional blocks is built upon the supporting Idaho Achievement standards.

Teacher Resource: Idaho Achievement Standards available at www.sde.state.id.us.

Resource Materials:

A course in interdisciplinary studies in Idaho schools compares essential elements of two or more humanities disciplines. Curricular materials used in such courses should encompass more than one humanities discipline and illustrate cultural and historical contexts as well as the interrelationships of the disciplines being studied. Such materials should include pertinent vocabulary related to the humanities disciplines, and ideally, should illustrate how terms relate to various disciplines in the arts and humanities.

Materials should place importance on the historical connections between the humanities disciplines and offer representative works from a variety of cultures and historical periods. Opportunity should be present for students to develop skills necessary for understanding and applying techniques and processes of the arts. Each area of study should present ideas for further exploration and expression in the arts, whether through applying a concept to a contemporary context or allowing the student an opportunity to create an original work that could be included in a portfolio evaluation.

Sample Resources:

Portfolios (State of the Art Program). Barrett Kendall Publishing, LTD., 2001.

The middle school edition features a full unit on "A World of Art and Artists." Students conclude that looking at an artwork created in a different time and place is often like a history lesson; 12 specific lessons in the unit explore the connections between art and history through featured artworks, unit content and themes, and easy-to-follow 4-step lesson plans covering "Mysteries of Long Ago" through "Western Art of the Nineteenth and Twentieth Centuries." A sample lesson is included in this document.

World Traditions in the Humanities. McDougal Littell, 2001.

Students use information from sources across several genre (fables, legends, poetry, essays, drama, short stories, and visual art) in order to develop critical thinking skills and analyze the timeless issues of humanity from multiple perspectives. Using literature, the

students compare and contrast the many dimensions of the human experience, learning about other cultures as well as their own.

Portfolio Assessment:

"The ultimate foundation of all reflective practice or self-reflection is the ability and opportunity to engage in self-evaluation and self-assessment" (Paulsen, M.B. and Feldman, K.A. "Taking teaching seriously: Meeting the Challenge of Instructional Improvement" in ERIC Digest 396615 95. Available at: www.ed.gov/databases/ERIC_Digests/ed396615.html)

A portfolio is a collection of work produced by a student which is designed to demonstrate the student's talents and constructed to highlight and demonstrate his or her knowledge and skills in the course content. As a means for reflection, the portfolio fosters the critiquing of personal work. The Northwest Evaluation Association defines a portfolio as "a purposeful collection of student work that exhibits the student's efforts, progress, and achievements."

As a tool for assessment, the construction of the portfolio must include student participation in the selection of contents, the criteria for selection, as well as for judging merit, and the evidence of student self-reflection. The portfolio entries represent the student's exploration of the humanities; each entry is representative of the content within a specific instructional block. Block One entries capture the emerging themes in primitive settlement. Block Two entries chronicle the developmental components of civilization. Block Three captures the economic, political, and social upheaval as civilizations connected and/or collided. Block Four draws upon the connectedness and interdependency of world citizenship. Though each Block identifies suggested portfolio pieces, the student will ultimately make the final selection as to which entries best capture the instructional content and cultural history of the period.

"Social studies, often considered to be the most content-oriented of the core curriculum areas, is ripe for reform. The call for alternative assessments only serves to highlight the importance of rethinking current practice in social studies as we recognize once again the close link between the over-arching goal of public education and that of social studies. As the nation moves toward assessments of student achievement which are more closely aligned with what is demanded of us in the real world and which demand student-generated demonstrations of mastery, traditional practices in social studies are called into question. Both curriculum and instruction, often geared toward low-level recall of facts, must be revisited. Test-teach-test modes, in which assessment is treated as separate from instruction, also deserve to be reexamined with regard to how well such practice mirrors how we are evaluated in the real world. Whether or not alternative assessments take hold at state and national levels, the trend has brought us face-to-face with our responsibility as social studies practitioners in schools and classrooms. Traditional practices cannot effectively prepare young people to demonstrate achievement of civic competence." (Nickell, Pat. "Alternative Assessment: Implications for Social Studies." ERIC Clearinghouse for Social Studies/ Social Science Education, ED360219, 1993)

Teacher Resource: Lockledge, Ann. "Portfolio Assessment in Middle-School and High-School Social Studies Classrooms." Social Studies, v88, n2, p65-69, March-April 1997.

Assessment

Assessment of student progress toward mastering individual standards should be on going and imbedded in each instructional block. Ideally, this assessment should be formative in nature and help guide subsequent instruction. Student performance can/should be assessed in a variety of formats, including performance assessment as well as traditional testing formats. At the completion of this course, an end of course assessment can be used to validate student performance. The State Department of Education is currently in the process of developing a summative assessment for this course of study.

Cultural Reflections:

From the earliest records of human history, man has expressed an innate desire to create, to communicate, and to explore what it means to be fully human. The study of science answers how our universe works and how events occur. The study of the arts and humanities, however, attempts to answer why those events are significant. The examination of philosophy, world religion, dance, music, art, architecture, drama, language, and literature offers a broad perspective to common human themes. The diversity of the arts and humanities allows one to make multiple discoveries about a single event, explored through various mediums. The subjective nature of the arts, however, must not be relegated purely to matters of taste or preference. The arts and humanities offer important skill development in critical thinking and problem solving. Students involved in any of the arts discipline must learn the components of fine quality art. When the breadth of the arts and humanities is blended with an historical study of human civilization, students gain a superior education—one that makes the connection between what, when, and why human beings have written the stories and painted the pictures of their past, present, and future existence.

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Origins

To understand the emergence of early civilizations, students must recognize the processes that gave rise to the human communities.

Objectives:

1. Identify the early communities (cultural hearths) in Africa, Asia, Europe and the Americas.
2. Reconstruct early human and cultural development through archaeological and anthropological evidence.
3. Explain how climate, physical features and local environment affect cultural and social development.
4. Describe how the domestication of plants and animals affected the human relationship with the environment.
5. Compare early communities (cultural hearths) in the Eastern and Western hemispheres.
6. Identify various technological advances developed by early communities.
7. Identify primitive forms of communication, art, and architecture.
8. Demonstrate an appreciation for the individual artistic expression in primitive society.

Cultural Reflections:

An interdisciplinary approach to World History addresses the cultural components of a civilization, such as the artistic communication captured in primitive cave art. Although primitive, these earliest sketches "attempt to explain in distinctive ways what it means to be human"

(Preamble, Idaho Humanities Standards 9-12). Block One addresses the origins of settlement throughout Asia, the Middle East, Greece, and Rome. The cultural component of the course investigates why those peoples also dedicated their time and energy to preserving the stories of their daily lives, their societies, and their unique view of the world. Even the earliest human communities found the resources to create art and the means to artistically communicate their personal feelings.

History of Human Civilization

Standard: 462.01

Understand the processes that gave rise to the earliest human communities.

Content Knowledge and Skills

- 462.01.a: Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural developments.
- 462.01.b: Infer from archaeological evidence the characteristics of early hunter-gatherer communities.

Standard: 462.02

Understand how human communities populated the major regions of the world and adapted to a variety of environments.

Content Knowledge and Skills

- 462.02.a: Identify the various regions of the world that had early communities.
- 462.02.b: Compare life of early civilizations of the Eastern and Western hemispheres and how they responded to their local environments.

Standard: 462.03

Understand that the practice of agriculture influenced the patterns of human settlement.

Content Knowledge and Skills

- 462.03.a: Describe how and why humans domesticated wild grains, as well as cattle, sheep, goats, and pigs.

- 462.03.b: Identify areas of the world where early farming communities appeared and explain the factors that would have supported farming in these areas.

Standard: 462.04

Understand how natural resources and technological advances have shaped the relationships between different societies.

Content Knowledge and Skills

- 462.04.a: Explain how man adapted the environment for civilization to develop.

- 462.04.b: Identify the technological advances developed by various early societies.

Standard: 462.05

Understand the political, social, and cultural causes and consequences of movements of populations.

Content Knowledge and Skills

- 462.05.b: Find examples of how writing, art, architecture, mathematics, and science have evolved in society over time.

Standard: 462.07

Understand the development and role of religion in early civilizations.

Content Knowledge and Skills

- 462.07.c: Explain the relationship between religion and the people's understanding of the natural world.

Standard: 463.01

Understand the spatial organizations of people, places, and environment on the earth's surface.

Content Knowledge and Skills

- 463.01.a: Locate places on maps using latitude and longitude systems and compass directions.

- 463.01.b: Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.

Standard: 463.02

Understand physical characteristics of different places and regions.

Content Knowledge and Skills

- 463.02.a: Compare and contrast physical features on the planet.

Standard: 463.03

Understand the migration and settlement of human populations on the earth's surface.

Content Knowledge and Skills

- 463.03.a: Identify main reasons for major migrations of people.
- 463.03.b: Explain how climate affects human migration and settlement.
- 463.03.c: Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.

Standard: 465.01

Understand basic economic concepts.

Content Knowledge and Skills

- 465.01.a: Analyze the similarities of the needs and wants of people everywhere.
- 465.01.b: Explain how historically people have relied on their natural resources to meet their needs.

Standard: 465.02

Understand the concept of money.

Content Knowledge and Skills

- 465.02.b: Describe alternative means of exchange.

World History [Humanities]

Standard: 980.01

Understand the cultural contexts of the arts and humanities disciplines.

Content Knowledge and Skills

- 980.01.a: Identify an example of the arts or humanities that has influenced or reflected cultural event.

Standard: 980.02

Understand the historical contexts of the arts and humanities disciplines among various cultures.

Content Knowledge and Skills

- 980.02.b: Know how an artifact symbolizes and reflects a particular culture and its ideology.

Standard: 980.03

Understand the interrelationships within the humanities disciplines.

Content Knowledge and Skills

- 980.03.a: Describe the way in which artifacts symbolize and reflect a particular culture and its ideology.

Standard: 982.01

Conduct analysis in the humanities.

Content Knowledge and Skills

- 982.01.a: Use the Socratic Method to analyze a discipline in the arts or humanities.

Standard: 982.02

Engage in reasoned dialogue about arts and humanities issues.

Content Knowledge and Skills

- 982.02.c: Describe a world society void of the arts and humanities.

Standard: 984.03

Communicate in the humanities disciplines through creative expression.

Content Knowledge and Skills

- 984.03.a: Create an artistic work that expresses the uniqueness of a historical period.

- 984.03.b: Apply the concepts of artistic criticism to representative works from a historical period.

Suggested Activities

1. Construct models based on early communities.
2. Assume the role of an archeologist who discovered the terracotta soldiers in the Imperial Tomb of Shi Huangdi and chart speculative findings about Chinese culture.
3. Create a map overlay that identifies the physical features and climates of a specific early community.
4. Write a myth of origin that explains why man settled from a nomadic existence.
5. Identify and compare similar physical factors between early civilizations that promoted agricultural development.
6. Create a computer-generated chart that identifies examples of early tools that helped in the advancement of a society.
7. Pair students to create a visual depiction and an oral interpretation of primitive art.

Suggested Evaluation Tools and/or Portfolio Pieces

Chart; Map; Myth; Summary of primitive art project

Suggested Materials

Lascaux Revisited: Cave Paintings and Prints

These are the only images of the prehistoric paintings in the Lascaux cave in southwest France filmed since it was closed in 1963. You will see pictures of bison, horses, reindeer, bulls, and mammoths made 17,000 years ago. Special animation shows children discovering the cave. Program includes: 35 min. video Cave Art Portfolio of 12 prints, Teacher's Guide $58.00 Available through: History through Art and Architecture. Alarion Press, 2001-2002 Catalog.

Developing Societies

To understand the advancement of society, students must recognize the contributing social, economic, political and cultural factors.

Objectives:

1. Recognize the five components that define civilization (highly organized society, specialized workers, communication, advanced technology, complex institutions).
2. Identify and compare the characteristics of early civilizations in Asia, Africa, Europe, and the Americas.
3. Show the relationship between a civilization and a city-state.
4. Define empire and dynasty.
5. Identify the major European, Asian, and African overland and water trade and transportation routes.
6. Describe the impact of conquest in Asian, African, European, and South American empire building.
7. Explain the causes and effects of social stratification as evidenced in the caste system, feudalism, and use of slave labor.
8. Explain the influence of major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) on government, culture, technological development, and social conduct.
9. Identify the different systems of government (monarchy, theocracy, oligarchy and democracy).
10. Demonstrate how the organization of each government defined society.

Cultural Reflection:

The expanse of time in this unit includes major movements in three world religions: Judaism, Christianity, and Islam. The late classical world was marked with a pessimism that revolved around cults and mystery religions, exulted unknown gods, and explored the power of man. Through the Middle Ages, the emerging Western societies were structured around belief in a higher power. All aspects of culture revolved around religious texts, sacred architecture, art, and music. A basic comparison of religious texts, The Torah, The Old and New Testaments, and the Koran illustrates a common code of conduct determined by beliefs upon which society was organized and ruled, and art was designed. During this period, the institution of the university was developed - the power of human desire for knowledge reflected the unity of basic societal organizations: home, church, and school. By 1550, the African Kingdom of Mali boasted of three universities connected to its Islamic mosques and 180 religious schools in Timbuktu.

History of Human Civilization

Standard: 462.01

Understand the processes that gave rise to the earliest human communities.

Content Knowledge and Skills

- 462.01.c: Understand the relationship between civilization and a city-state.

Standard: 462.05

Understand the political, social, and cultural causes and consequences of movements of populations.

Content Knowledge and Skills

- 462.05.b: Find examples of how writing, art, architecture, mathematics, and science have evolved in society over time.
- 462.05.c: Identify some of the major languages of the world today and identify which languages are related to one another.
- 462.05.d: Describe the role of government in [developing societies].

Standard: 462.06

Understand how empire building and trade contributed to increasingly complex relations among peoples.

Content Knowledge and Skills

- 462.06.a: Identify major trade routes and assess the economic and cultural significance of these points of connection between populations.
- 462.06.b: discuss how empires used conquest and forced labor to expand and develop.
- 462.06.c: Explain the importance and levels of social classes.

Standard: 462.07

Understand the development and role of religion in early civilizations.

Content Knowledge and Skills

- 462.07.a: Explain how religion influenced government, culture, and technological development.
- 462.07.b: Discuss how religion established a code of conduct for the people.
- 462.07.c: Explain the relationship between religion and the people's understanding of the natural world.

Standard: 463.02

Understand physical characteristics of different places and regions.

Content Knowledge and Skills

- 463.02.b: Explain the impact of waterways on civilizations.
- 463.02.c: Identify characteristics of significant civilizations in world history.

Standard: 463.03

Understand the migration and settlement of human populations on the earth's surface.

Content Knowledge and Skills

- 463.03.d: Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.

Standard: 464.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 464.01.a: Research, condense, and restate information for a specific purpose.
- 464.01.b: Utilize primary and secondary sources of information to gather facts.

Standard: 464.02

Understand the evolution of democracy.

Content Knowledge and Skills

- 464.02.a: Describe the development of government.
- 464.02.b: Recognize that as a society becomes more complex so does its government.

Standard: 464.03

Understand the relationship among civic life, politics, and government.

Content Knowledge and Skills

- 464.03.a: Distinguish among the characteristics of city-states and feudal states.

Standard: 464.04

Understand the foundations and principles of the American political system.

Content Knowledge and Skills

- 464.04.a: Explain how democratic governments allow for individual, political, and social choices.

- 464.04.b: Discuss how policies and actions of governments promote the public good.

Standard: 465.02

Understand the concept of money.

Content Knowledge and Skills

- 465.02.a: Analyze the role of money as a means of exchange.

World History [Humanities]

Standard: 980.01

Understand the cultural contexts of the arts and humanities disciplines.

Content Knowledge and Skills

- 980.01.b: Identify a literary, artistic, or philosophical work that influences or reflects cultural values.

Standard: 980.03

Understand the interrelationships within the humanities disciplines.

Content Knowledge and Skills

- 980.03.d: Identify how a world religion has influenced and enhanced the arts and humanities.

Standard: 982.01

Conduct analysis in the humanities.

Content Knowledge and Skills

- 982.01.b: Identify and explain how a historical figure, event, or conditions has dramatically impacted a philosophical, aesthetic, or ethical issue.
- 982.01.c: Understand the main reasons for major migration people.
- 982.01d: Explain the importance and levels of social classes.

Standard: 982.02

Engage in reasoned dialogue about arts and humanities issues.

Content Knowledge and Skills

- 982.02.a: Discuss the ethical limits to the pursuit of peace, prosperity, and individual happiness.

Standard: 982.03

Demonstrate informed judgment about philosophical, aesthetic, or ethical issues.

Content Knowledge and Skills

- 982.03.c: Compare similarities among contemporary and historical works of literature, art, music, dance, and drama.

Standard: 984.01

Understand the basic knowledge essential to the humanities.

Content Knowledge and Skills

- 984.01.a: Recognize the five components that define civilization (highly organized society, specialized workers, communication, advanced technology, and complex institution).

- 984.01.b: Show the cause and effects of social stratification.

- 984.01.c: Illustrate ways in which the arts and humanities break through class barriers.

Standard: 984.03

Communicate in the humanities disciplines through creative expressions

Content Knowledge and Skills

- 984.03.a: Create an artistic work that expresses the uniqueness of a historical period.

- 984.03.b: Apply the concepts of artistic criticism to representative works from a historical period.

Suggested Activities

1. Create a visual presentation that identifies the five components of civilization applied to a specific early civilization.

2. List the reasons civilizations developed in a specific area over time.

3. Do a classroom presentation with information gathered from primary and secondary sources.

4. Construct a Venn diagram that compares the characteristics of the Aztec civilization in Central America to the Songhai of West Africa.

5. Research and design a map of a specific city-state within a civilization.

6. Create a board game based on the journey of Marco Polo tracing both overland and water routes and the perils posed in exploration.

7. Design an illustrated timeline that chronicles the arrival and impact of Spaniards on existing civilizations in the Americas.

8. Divide the class into castes and role-play the duties and responsibilities of each.

9. List the characteristics of a particular architectural structure (gothic cathedral, Islamic mosque, Jewish synagogue, Egyptian pyramid) and create a visual model (clay, multimedia, poster) that identifies how the structure reflects particular religious values.

10. Compare the code of ethics of Islam, Christianity, and Judaism on a three-way Venn diagram using the sacred texts of the faith.

11. Develop a chart that shows the merits of monarchy, theocracy, oligarchy, and democracy.

12. Build an architectural model that represents a society's government organization (Great Wall of China, Egyptian pyramid).

Suggested Evaluation Tools and/or Portfolio Pieces

Venn diagram; Map; Board game rules; Chart; Photos of architectural model

Suggested Materials

Sister Wendy's Story of Painting: Part One: Early Art. BBC video, 1997.

Hutchinson Encyclopedia of Music-on-CD-ROM:
"A newly illustrated encyclopedia of classical music brought to life on your computer screen. Over 11,000 entries span early music through the 20th century with links to photographic and music clips. A timeline feature puts musical events into historical context. Available: Music Treasures Co. 2000-2001 catalog. Sale price $20.00.

Conflict and Change

To understand the modern world, students must recognize underlining currents of conflict and change.

Objectives:

1. Identify the economic, political, social, and/or cultural causes that contributed to population movement in Asia, Africa, Europe, and the Americas.
2. Analyze the consequences of the population movement in the modern world.
3. Explain how the resources of a region can be the source of conflict between competing groups.
4. Assess the economic and cultural significance of world trade routes.
5. Identify and explain how historical figures, events, and "revolutionary" ideas shaped aesthetic, ethical, social, and political values.
6. Illustrate how the population growth rate of Europe impacted the resources of Asia, Africa, Australia, and the Americas.
7. Explain how urban growth lead to economic, social, and political problems.
8. Evaluate the strengths and weaknesses of the different systems of government (monarchy, theocracy, democracy, oligarchy) in the modern world.
9. Explain the factors that contributed to the disillusionment of divine right and promoted alternative forms of government.
10. Identify the components that caused the Industrial Revolution.
11. Hypothesize why the components that caused the Industrial Revolution in Europe have not caused economic growth worldwide.

Cultural Reflection:

The concept of conflict is largely a political one, emerging from disputes over boundary lines and/or the leadership of a political unit. On the other hand, the cultural component of such political action often resulted in a change or *exchange* of ideas, new ways of creating, or innovative uses of sound and movement. This exchange of philosophy, art, language, and ideas broadens the awareness of any culture. Hence, the political influence of English Imperialism enhanced the country's knowledge of the culture of other continents. The economic need for mass production of materials also brought about a cultural exchange of raw materials needed to create products. The instructional block, Conflict and Change, should explore the significance of trade routes, political dominion, and mass production upon the artistic products and the exchange of ideas between regions being studied.

History of Human Civilization

Standard: 462.05

Understand the political, social, and cultural causes and consequences of movements of populations.

Content Knowledge and Skills

- 462.05.a: Identify the factors that contributed to population movement.
- 462.05.b: Find examples of how writing, art, architecture, mathematics, and science have evolved in society over time.

Standard: 462.06

Understand how empire building and trade contributed to increasingly complex relations among peoples.

Content Knowledge and Skills

- 462.06.a: Identify major trade routes and assess the economic and cultural significance of these points of connection between populations.

Standard: 462.07

Understand the development and role of religion in early civilizations.

Content Knowledge and Skills

- 462.07.a: Explain how religion influenced government, culture, and technological development.
- 462.07.b: Discuss how religion established a code of conduct for the people.

Standard: 463.04

Understand that geography enables people to comprehend the relationships between people, places, and environments over time.

Content Knowledge and Skills

- 463.04.a: Explain how the resources of an area can be the source of conflict between competing groups.
- 463.04.b: Illustrate how the population growth rate impacts a nation's resources.
- 463.04.c: Explain how rapid growth of cities can lead to economic, social, and political problems.

Standard: 464.03

Understand the relationship among civic life, politics, and government.

Content Knowledge and Skills

- 464.03.b: Contrast monarchies, democratic, and dictatorial types of government.
- 464.03.c: Give examples of citizen participation in political systems around the world.

Standard: 464.05

Understand the organization and formation of the American system of government.

Content Knowledge and Skills

- 464.05.a: Show how governments make and enforce laws and provide a judicial system.
- 464.05.b: Explain that governments are funded through taxation.

Standard: 465.01

Understand basic economic concepts.

Content Knowledge and Skills

- 465.01.c: List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.

Standard: 465.03

Understand there are many influences on economic systems.

Content Knowledge and Skills

- 465.03.a: Compare and contrast the factors that promote economic growth.

Standard: 980.01

Understand the cultural contexts of the arts and humanities disciplines.

Content Knowledge and Skills

- 980.01.b: Identify a literary, artistic, or philosophical work that influences or reflects cultural values.

Standard: 980.02

Understand the historical contexts of the arts and humanities disciplines among various cultures.

Content Knowledge and Skills

- 980.02.a: Identify an example of the arts and humanities that has influenced or reflected an historical event.

Standard: 980.03

Understand the interrelationships within the humanities disciplines.

Content Knowledge and Skills

- 980.03.b: Describe the major influence of world religion on government, culture, technological development, and social conduct.

- 980.03.d: Identify how a world religion has influenced and enhanced the arts and humanities.

- 980.03.e: Explain how visual, spatial, temporal, and functional values of artworks are tempered by history.

Standard: 982.01

Conduct analysis in the humanities.

Content Knowledge and Skills

- 982.01.b: Identify and explain how a historical figure, event, or condition has dramatically impacted a philosophical, aesthetic, or ethical issue.

Standard: 982.02

Engage in reasoned dialogue about arts and humanities issues.

Content Knowledge and Skills

- 982.02.a: Discuss the ethical limits to the pursuit of peace, prosperity, and individual happiness.

- 982.02.b: Explain how the arts make a society more humane, compassionate, and enjoyable.

Standard: 984.02

Communicate in the humanities disciplines through application of knowledge.

Content Knowledge and Skills

- 984.02.a: Report on how a literary work relates to the history and culture from which is originated.

Standard: 984.03

Communicate in the humanities disciplines through creative expression.

Content Knowledge and Skills

- 984.03.a: Create an artistic work that expresses the uniqueness of a historical period.

Suggested Activities

1. Locate a historical image of an emigrant movement and from the point-of-view of one character in the image, narrate his/her journey.
2. List the results of the post-1960's population influx into Idaho and compare those results with a historical example of population movement elsewhere in the world.
3. Debate in class a community issue (logging versus no logging; salmon versus dams; rainforest versus farming).
4. Compare the advantages and disadvantages of canal construction to eliminate circum-continental trade routes.
5. Select a modern figure who exemplifies Machiavelli's The Prince. Explain and defend that choice in a newspaper editorial.
6. View a selected film clip from "1492" and capture the Caribbean Tainos' perspective in reaction to the arrival of Christopher Columbus.
7. Read selected excerpts from Victor Hugo's Les Miserable and Charles Dickens' Tale of Two Cities to identify the negative impact of urban growth.
8. Illustrate the merits and pitfalls of each of the four political systems (monarchy, theocracy, democracy, oligarchy) in an editorial cartoon. Suggestion: assign cooperative groups to each do one cartoon of a different political system.
9. Compare and contrast America 1776 to Russia 1917; develop the similarities and differences in an essay on pre-revolutionary conditions.
10. Create a multimedia presentation illustrating the necessary components for an industrial revolution.
11. Given a specific country case study, determine if the country is, has been, or could become an industrialized country.

Suggested Evaluation Tools and/or Portfolio Pieces

Narrative story; Debate notes; Editorial; Cartoon; Essay; PowerPoint slides

Suggested Materials

Sister Wendy's Story of Painting: Parts Two, Three. The Renaissance. Baroque to Romanticism. The Age of Revolution. BBC video, 1997.

Nationalism and Revolution. Films for the Humanities and Sciences. www.films.com. 2001 Catalog.
"The French Revolution ushered in a century of nationalism and political change throughout Europe; composers identified with causes and expressed them in music." Video $89.95.

Relationships

To become contributing citizens of the world, students must recognize the relationships among cultural, political, and economic groups in the 20th Century.

Objectives:

1. Identify the social movements that have shaped the themes of the 20th century (women's rights/ suffrage, civil rights, human rights).
2. Examine the expansion, modification, and diffusion of world religions.
3. Compare and contrast the motivation for post-WWI movements of people to earlier migrations.
4. Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations.
5. Record the rise of dictatorship in the 20th Century.
6. Investigate the role of citizen conduct in the alteration of government.
7. Identify different forms of conflict resolution with specific regard to human rights.
8. Examine inter- and intra-national efforts to regulate and/or prevent human rights violations.
9. Debate the ethical responsibility of world citizenship.
10. Explain how negotiation and compromise can be effective ways of settling disputes.
11. Evaluate the role of multi-national economic cooperation.
12. Forecast the positive and/or negative impact of multi-national economic cooperation on individual economic systems.

13. Compare similarities among contemporary and historical works of literature, art, music, dance, and drama

14. Compare cross-cultural similarities among contemporary Post-World War II works of literature, art, music, dance, and drama.

Cultural Reflections:

The event of a World War forever changed the political and cultural outlook of World citizenship. Scientific discoveries such as the Quantum Theory and Einstein's Theory of Relativity affected man's belief that he was in control of his universe. The medieval concept of the Great Chain of Being expanded to make man examine the similarities of Homo sapiens, through DNA discoveries with other primates. The holistic view of the world as being interrelated was also applied to the new science of psychology, and the inner workings of the mind. These concepts are reflected in a breaking away from traditional realistic art forms, and music theory. In their place, atonality better expressed the emotions of a world racked by war, as did abstract, nonrepresentational art. Literature expressed the pessimism of a world threatened by civilian-related war casualties and a sense of inner chaos. Larger concerns, like global-warming or nuclear fallout, are seen as underlying themes of art. A new art form, environmental art, was created, as were new forms of literature that opposed the traditional boundaries of character, plot, setting, and theme. The cultural aspect of Interdisciplinary World History should address key examples of these new, often experimental forms that have developed in the arts.

Standard: 462.05

Understand the political, social, and cultural causes and consequences of movements of populations.

Content Knowledge and Skills

- 462.05.b: Find examples of how writing, art, architecture, mathematics, and science have evolved in society over time.

Standard: 462.06

Understand how empire building and trade contributed to increasingly complex relations among peoples.

Content Knowledge and Skills

- 462.06.c: Explain the importance and levels of social classes.

Standard: 462.07

Understand the development and role of religion in early civilizations.

Content Knowledge and Skills

- 462.07.b: Discuss how religion established a code of conduct for the people.

Standard: 463.03

Understand the migration and settlement of human populations on the earth's surface.

Content Knowledge and Skills

- 463.03.a: Identify main reasons for major migrations of people.

Standard: 463.04

Understand that geography enables people to comprehend the relationships between people, places, and environments over time.

Content Knowledge and Skills

- 463.04.d: Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations.

Standard: 464.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 464.01.c: Distinguish between fact and opinion.

Standard: 464.03

Understand the relationship among civic life, politics, and government.

Content Knowledge and Skills

- 464.03.b: Contrast monarchies, democratic, and dictatorial types of government.
- 464.03.c: Give examples of citizen participation in political systems around the world.

Standard: 464.06

Understand that all citizens of the United States have responsibilities and rights.

Content Knowledge and Skills

- 464.06.a: Explain ways to resolve private and public conflicts based on principles of fairness and justice while at the same time respecting cultural customs.

- 464.06.b: Explain how negotiation and compromise can be effective ways of settling disputes and how the majority rule has to protect the minority rights.

Standard: 465.01

Understand basic economic concepts.

Content Knowledge and Skills

- 465.01.a: Analyze the similarities of the needs and wants of people everywhere.

Standard: 465.02

Understand the concept of money.

Content Knowledge and Skills

- 465.02.b: Describe alternative means of exchange.

Standard: 465.03

Understand there are many influences on economic systems.

Content Knowledge and Skills

- 465.03.b: Identify factors that harm an economic system.

World History [Humanities]

Standard: 980.01

Understand the cultural contexts of the arts and humanities disciplines.

Content Knowledge and Skills

- 980.01.b: Identify a literary, artistic, or philosophical work that influences or reflects cultural values.

Standard: 980.03

Understand the interrelationships within the humanities disciplines.

Content Knowledge and Skills

- 980.03.c: Identify a political theme captured in various works of art, as well as movements in art.

Standard: 980.04

Understand the interrelationship between culture and the arts and humanities.

Content Knowledge and Skills

- 980.04.a: Explain how a work of literature reflects the political and intellectual climate of its historical context.

- 980.04.b: Relate the significance of nationalism, patriotism, and cultural identity in the arts and humanities (national anthems, dances, customs, and religious practices).

Standard: 982.01

Conduct analysis in the humanities.

Content Knowledge and Skills

- 982.01.b: Identify and explain how a historical figure, event, or condition has dramatically impacted a philosophical, aesthetic, or ethical issue.

Standard: 982.02

Engage in reasoned dialogue about arts and humanities issues.

Content Knowledge and Skills

- 982.02.a: Discuss the ethical limits to the pursuit of peace, prosperity, and individual happiness.

- 982.02.d: Draw parallels between the lives, works, and influence of representative artists throughout history.

Standard: 982.03

Demonstrate informed judgment about philosophical, aesthetic, or ethical issues.

Content Knowledge and Skills

- 982.03.a: Compare and contrast documented facts with intentional or unintentional distortions of the historical record.

- 982.03.c: Compare similarities among contemporary and historical works of literature, art, music, dance, and drama.

- 982.03.d: Compare cultural similarities and/or differences among contemporary Post-World War II works of literature, art, music, dance, and drama.

Standard: 984.01

Understand the basic knowledge essential to the humanities.

Content Knowledge and Skills

- 984.01.d: Demonstrate common themes in the arts and humanities that appear in various historical periods.

Standard: 984.02

Communicate in the humanities disciplines through application of knowledge.

Content Knowledge and Skills

- 984.02.b: Participate in a dialogue that debates the pros and cons of a state-supported system in the arts and humanities versus private sponsored funding of the arts and humanities in a modern society.

Suggested Activities

1. Investigate common protest themes captures in music, literature, dance, drama, or visual art. Report the themes in a "you are there" first-person news story.
2. Identify the locations of a Buddhist, Muslim, Jewish, Hindu and Christian house of worship in Idaho.
3. Collect and create a short story anthology of individual emigration journey that presents an overview of the motives for migration.
4. Write a point, counterpoint argument on slash and burn farming from the view of a poor subsistence farmer and a leading conservation organization.
5. Create a composite collage that depicts the characteristics of a dictator by using the gathered characteristics of actual dictators.
6. Identify the themes and/or political statements captured in Diego Rivera's Post-World War I paintings of Mexico through the creation of an advertisement or brochure promoting his exhibit.
7. Explore issues concerning crimes against humanity in a mock-tribunal.
8. Identify examples of fact and opinion from a given website.

9. Create a series of specific biographical sketches that examines the contributions of humanitarians as citizens of the world (Gandhi, Tutu, Mother Teresa, Jimmy Carter).

10. Debate the political, ethnic, and territorial issues surrounding the Israeli and Palestinian conflict.

11. Create a brochure endorsing the idea of a common North American currency (NAFTA dollar) in the spirit of the European union.

Suggested Evaluation Tools and/or Portfolio Pieces

News story; Point/ Counterpoint argument; Collage; Advertisement/ Brochure; Debate notes

Suggested Materials

Sister Wendy's *Story of Painting: Part Five: Modernism.* BBC Video, 1997.
From: Films for the Humanities and Sciences, 2001 catalog (www.films.com)
The Turn of the Century.
War and Peace.
Today and Tomorrow. ($89.00 each)

APPENDIX A

Idaho Achievement Standards

As of December 2001

APPENDIX A: Idaho Achievement Standards for Social Studies

461. SOCIAL STUDIES STANDARDS - HISTORY of HUMAN CIVILIZATION - MIDDLE GRADES, SECTIONS 462 THROUGH 465.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

462. HISTORY OF HUMAN CIVILIZATION.

Standard -The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the processes that gave rise to the earliest human communities.	a. Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.	i. Research an ancient culture as if you were an anthropologist or archeologist. ii. Construct models based on early human communities. iii. List modern artifacts archeologists might uncover 15,000 years from now.
	b. Infer from archaeological evidence the characteristics of early hunter-gatherer communities.	i. Write an account describing a day in the life of an early nomadic man or woman living in a hunter-gatherer society. Use historical evidence in this account. ii. Draw a mural depicting a day in the life of a member of an early hunter-gatherer society.
	c. Understand the relationship between civilization and a city-state.	i. Design a map of a developed civilization and its city-state(s). ii. List and make diagrams of domesticated crops used in early civilizations.
02. Understand how human communities populated the major regions of the world and adapted to a variety of environments.	a. Identify the various regions of the world that had early communities.	i. Locate areas of early civilizations on a map. ii. Research the common traits of various regions that had early civilizations and present findings to class.
	b. Compare life of early civilizations of the Eastern and Western hemispheres and how they responded to their local environments.	i. Research facts of early civilizations of the eastern and western hemispheres. ii. Role-play in class to demonstrate similarities and differences between the two hemispheres.
03. Understand that the practice of agriculture influenced the patterns of human settlement.	a. Describe how and why humans domesticated wild grains, as well as cattle, sheep, goats, and pigs.	i. Create a diagram using examples of farming techniques. ii. Write a mythological story on how humans came to rely on agriculture.
	b. Identify areas of the world where early farming communities appeared and explain the factors that would have supported farming in these areas.	i. Build and label an island showing the physical features and climate necessary to raise crops and animals. ii. List similar factors between early civilizations that promoted agricultural development.
04. Understand how natural resources and technological advances have shaped the relationships between	a. Explain how man adapted the environment for civilization to develop.	i. Brainstorm ways early civilizations adapted their environment to meet their needs. ii. Construct a model showing environmental adaptations.

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different societies.		
	b. Identify the technological advances developed by various early societies.	i. Collect gardening tools from your local community and compare them to artifacts of ancient civilizations. ii. Invent a tool that would help in the advancement of a society.
05. Understand the political, social, and cultural causes and consequences of movements of populations.	a. Identify the factors that contributed to population movement.	i. Create a bulletin board showing the migrations of early man. ii. Participate in a simulated newscast about migration to North America.
	b. Find examples of how writing, art, architecture, mathematics, and science have evolved in society over time.	i. Produce a portfolio of ancient homes to modern homes and show how society has evolved. ii. Mold clay into ancient art forms. iii. List and compare the writing, mathematical, and scientific discoveries of early civilizations.
	c. Identify some of the major languages of the world today and identify which languages are related to one another.	i. Interview a foreign speaking person from the community. ii. Learn to count to ten in at least two similar foreign languages.
	d. Describe the role of government in population movements of early civilizations.	i. List how government(s) caused population movement and show on a map the before and after borders of empires. ii. Create your own form of government with rules and consequences that would encourage or cause population movement.
06. Understand how empire building and trade contributed to increasingly complex relations among peoples.	a. Identify major trade routes and assess the economic and cultural significance of these points of connection between populations.	i. Role-play a meeting of great leaders from two different empires and detail the plans to increase trade between the two population centers. ii. Trace on a map the trade routes by sea and land between two countries. List the trade goods for each of these routes.
	b. Discuss how empires used conquest and forced labor to expand and develop.	i. Retell the story of a specific conquest. ii. Describe forced labor and give examples of its use. iii. Project how much a forced laborer would earn with today's wages.
	c. Explain the importance and levels of social classes.	i. List the circumstances for the division of social classes of a given civilization. ii. Write journal entries representing people from each social class level of an early civilization.
07. Understand the development and role of religion in early civilizations.	a. Explain how religion influenced government, culture, and technological development.	i. Dress in a costume representing an ancient religious leader. ii. Give three accounts of religious ceremonies.
	b. Discuss how religion established a code of conduct for the people.	i. Discuss an early code of conduct and its importance.

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		ii. Write own personal code of conduct and include consequences.
	c. Explain the relationship between religion and the people's understanding of the natural world.	i. Match and align different civilization gods with their powers. ii. Describe the significance of religious ceremonies.

463. **GEOGRAPHY.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Locate places on maps using latitude and longitude systems and compass directions.	i. Create a map of a bedroom using a grid, symbols, and cardinal directions. ii. Give a list of coordinates to a partner so he/she is able to find a destination on a map.
	b. Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.	i. Build a puzzle and separate it into the four hemispheres, major bodies of water, and continents. ii. Create a planet listing its hemispheres, water, and continents.
02. Understand physical characteristics of different places and regions.	a. Compare and contrast physical features on the planet.	i. Describe the physical characteristics of a given region. ii. Build a model of the geographic features of a region.
	b. Explain the impact of waterways on civilizations.	i. Read stories to children about early travel water routes. ii. List and locate main waterways of Eastern or Western hemispheres.
	c. Identify characteristics of significant civilizations in world history.	
03. Understand the migration and settlement of human populations on the earth's surface.	a. Identify main reasons for major migrations of people.	
	b. Explain how climate affects human migration and settlement.	i. Graph a population disbursement chart showing population density of a given area. ii. Construct mobile showing different types of climate zones.
	c. Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.	i. Divide a continent into regions using geographical features for borders. ii. In a group present information about a region. iii. Create cultural difference flashcards and study with a partner.
	d. Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.	i. Map a water and land route from one continent to another. List all ports, supplies, and cities along the way. ii. Show how goods and technology have evolved through contact with other

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		civilization.
04. Understand that geography enables people to comprehend the relationships between people, places, and environments over time.	a. Explain how the resources of an area can be the source of conflict between competing groups.	i. As a class debate a community issue (logging versus no logging). ii. Devise a solution that would settle conflict among competing groups.
	b. Illustrate how the population growth rate impacts a nation's resources.	i. Design a graph showing populations versus resources over time for a given region. ii. Research and gather data on population growth and compare it to the availability of resources for one or more decades. Plot results on a graph.
	c. Explain how rapid growth of cities can lead to economic, social, and political problems.	i. Compare two cities of different populations and report on the difference in consumption of natural and man-made resources. ii. Role-play a hearing to present a plan to the city council for an addition to the community. Include in the plan potential economic, social, and political problems and solutions.
	d. Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations.	i. Brainstorm ways each student in the class can conserve resources. ii. Compare and contrast renewable versus nonrenewable resources.

464. GOVERNMENT/CIVICS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Research, condense, and restate information for a specific purpose.	i. List the reasons civilizations developed in a specific area over time. ii. Write a five-paragraph research report on a suggested topic.
	b. Utilize primary and secondary sources of information to gather facts.	i. Use note cards to condense information from more than one source (encyclopedia, internet, interview). ii. Do a classroom presentation with information gathered from primary and secondary sources.
	c. Distinguish between fact and opinion.	i. Use a newspaper to find examples of fact and opinion. ii. Identify examples of fact and opinion from a given website.
02. Understand the evolution of democracy.	a. Describe the development of government.	i. Prepare a play to show how an individual becomes a governmental leader. ii. Write an editorial supporting a change from a dictatorial to a democratic government.
	b. Recognize that as a society becomes more complex so does	i. Draw a pyramid outlining a society's social structure and explain its effect on

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	its government.	government. ii. Develop a timeline or graph that demonstrates the relationship between growth in civilization and government services.
03. Understand the relationship among between civic life, politics, and government.	a. Distinguish among the characteristics of city-states and feudal states.	i. Cite examples of city-states and feudal states. ii. Compare and contrast a city-state and feudal state.
	b. Contrast monarchies, democratic, and dictatorial types of government.	i. Draw an editorial cartoon that contrasts a democratic government with a monarchy or a dictatorship. ii. Develop a chart that shows the merits of a monarchy, democracy, and a dictatorship.
	c. Give examples of citizen participation in political systems around the world.	i. Use media sources to find examples of a citizen's role in different types of political systems. ii. Identify the level of citizen participation in a specific government.
04. Understand the foundations and principles of the American political system.	a. Explain how democratic governments allow for individual, political, and social choices.	i. List five rights or freedoms in the American system of democracy. ii. Write a journal entry explaining why a person would immigrate to the United States.
	b. Discuss how the policies and actions of governments promote the public good.	i. Evaluate a government's role in the development of education, communication, and transportation. ii. Identify and discuss one public service project that has benefited the local community or state.
05. Understand the organization and formation of the American system of government.	a. Show how governments make and enforce laws and provide a judicial system.	i. Identify the three branches of the American government. ii. Explain how an idea becomes a law.
	b. Explain that governments are funded through taxation.	i. Prepare a graph that shows the percentage of a paycheck that goes to taxes. ii. Illustrate three ways the government uses tax revenue.
06. Understand that all citizens of the United States have responsibilities and rights.	a. Explain ways to resolve private and public conflicts based on principles of fairness and justice while at the same time respecting cultural customs.	i. Create a game in which students must have a consensus on the rules. ii. Conduct a mock trial of a political refugee seeking asylum.
	b. Explain how negotiation and compromise can be effective ways of settling disputes and how the majority rule has to protect the minority rights.	i. Conduct a class meeting to solve a playground/school conflict. ii. Have a debate on an event that features a majority versus a minority issue.

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465. ECONOMICS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Analyze the similarities of the needs and wants of people everywhere.	i. Develop a city-state and list the needs and wants of the people and how those needs and wants will be met. ii. Compare city-state economic needs and wants with modern day needs and wants.
	b. Explain how historically people have relied on their natural resources to meet their needs.	i. Design a mobile to depict the uses of the natural resources of an area. ii. Develop a chart to compare an early civilization with today showing how natural resources of an area are used.
	c. List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.	i. Create a utopian society and explain why others would want to live there. ii. Explain why people move from a rural to an urban setting.
02. Understand the concept of money.	a. Analyze the role of money as a means of exchange.	i. Compare the money system with a bartering system. ii. Identify civilizations that developed money.
	b. Describe alternative means of exchange.	i. List items individuals might use to trade for goods and services. ii. Set up a checkbook and keep track of monthly expenses.
03. Understand there are many influences on economic systems.	a. Compare and contrast the factors that promote economic growth.	i. Monitor a popular toy and graph price fluctuations around special holidays. ii. Brainstorm a list of factors that promote economic growth.
	b. Identify factors that harm an economic system.	. Explain the impact of weather/natural disasters on an area's economy. i. Analyze the economic effects of the movement of an industry/trade from an area. ii. List the effects of war on an economy.

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467. 978. WORLD HISTORY-HUMANITIES (HUMANITIES IN A HISTORICAL CONTEXT) – GRADES 9 THROUGH 12, SECTIONS 979 THROUGH 984.

468.

469. 979. HISTORICAL AND CULTURAL CONTEXTS OF WORLD HISTORY.

470. 980. STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Understand the cultural contexts of the arts and humanities disciplines.	a. Identify an example of the arts or humanities that has influenced or reflected a cultural event.

	b.	Identify a literary, artistic, or philosophical work that influences or reflects cultural values.
02. Understand the historical contexts of the arts and humanities disciplines among various cultures.	a.	Identify an example of the arts or humanities that has influenced or reflected an historical event.
	b.	Know how an artifact symbolizes and reflects a particular culture and its ideology.
03. Understand the interrelationships within the humanities disciplines.	a.	Determine the characteristics of a particular artistic style and identify how that style reflects religious, cultural, or societal values.
	b.	Describe the way in which artifacts symbolize and reflect a particular culture and its ideology.
	c.	Identify a political theme captured in various works of art, as well as movements in art.
	d.	Identify how a world religion has influenced and enhanced the arts and humanities.
04. Understand the interrelationship between culture and the arts and humanities.	a.	Explain how a work of literature reflects the political and intellectual climate of its historical context.
	b.	Relate the significance of nationalism, patriotism, and cultural identity in the arts and humanities (national anthems, dances, customs, and religious practices).

471. 981. CRITICAL THINKING IN WORLD HISTORY.

472.

473. 982. STANDARD TWO: Conduct structural analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:	
01. Conduct analysis in the humanities.	a.	Use the Socratic Method to analyze a discipline in the arts or humanities.
	b.	Identify and explain how a historical figure, event, or condition has dramatically impacted philosophical, aesthetic, or ethical issue.
	c.	Understand the main reasons for major migration of people.
	d.	Explain the importance and levels of social classes.
02. Engage in reasoned dialogue about arts and humanities issues.	a.	Discuss the ethical limits to the pursuit of peace, prosperity, and individual happiness.
	b.	Explain how the arts make a society more humane, compassionate, and enjoyable.
	c.	Describe a world society void of the arts and humanities.
	d.	Draw parallels between the lives, works, and influence of representative artists throughout history.

03. Demonstrate informed judgment about philosophical, aesthetic, or ethical issues.	a. Compare and contrast documented facts with intentional or unintentional distortions of a historical record.
	b. Describe the major influence of world religion on government, culture, technological development, and social conduct.
	c. Compare similarities among contemporary and historical works of literature, art, music, dance, and drama.
	d. Compare cultural similarities and/or differences among contemporary Post-World War II works of literature, art, music, dance, and drama.
	e. Explain how visual, spatial, temporal, and functional values of artworks are tempered by history.

474. 983. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN WORLD HISTORY.

475.

476. 984. STANDARD THREE: Communicate in the humanities disciplines through application and creative expression.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Understand the basic knowledge essential to the humanities.	a. Recognize the five components that define civilization (highly organized society, specialized workers, communication, advanced technology, and complex institution).
	b. Show the cause and effects of social stratification.
	c. Illustrate ways in which the arts and humanities break through class barriers.
	d. Demonstrate common themes in the arts and humanities that appear in various historical periods.
02. Communicate in the humanities disciplines through application of knowledge.	a. Report on how a literary work relates to the history and culture from which it originated.
	b. Participate in a dialogue that debates the pros and cons of a state-supported system in the arts and humanities versus private sponsored funding of the arts and humanities in a modern society.
03. Communicate in the humanities disciplines through creative expression.	a. Create an artistic work that expresses the uniqueness of a historical period.
	b. Apply the concepts of artistic criticism to representative works from a historical period.

APPENDIX B

Activities

Sample Lessons

Block One- Origins

Facts From Maps: Comparing Mesopotamia and the Indus Valley
Submitted by Steve Shake, Jefferson Junior High (Caldwell)

Overview:
Working with several different maps, student will make observations to help them answer questions of increasing difficulty, from reading directly for the maps, to comparing and analyzing information to make inferences using several maps at once.

Objectives:
1. Students will review and strengthen their map reading skills.
2. Students will become more familiar with similar geographic and climatic features of Mesopotamia and the Indus River valley regions.
3. Students will identify and compare physical and climatic features that influenced agricultural development in both regions.
4. Student will examine how ancient people of these regions were able to adapt to the environment and product surplus crops.

Materials:
Students should have access to maps of south and southwest Asia. The maps should include physical maps that show elevation and natural vegetation, historic maps that show location of ancient culture hearths, and thematic maps that show climate types, annual rainfall amounts, growing seasons and annual average temperatures.

Procedures:
1. Students need to be able to identify the location of the Mesopotamia and Indus River valley cultural hearths before the lesson is started. A short "bell ringer" activity at the start of the lesson could be a way to get all students on the same page.
2. This lesson can be done individually, but may be more successful if the students work in pairs or in small groups. Some parts of the lesson require some analysis and inferences that are often better tackled by " a meeting of the minds."
3. Compose a list of questions that can be answered by looking at the map. These first questions should come form physical maps to establish location, land and

water forms and basic foundation information. Have each student or team record the type of map they used to find the answers to each question. Sample questions:

A. What are the names of the two major rivers flowing through the region once known as Mesopotamia?
B. What mountain range is the source of the water that flows down the Indus River in Pakistan?
C. What large desert is located to the east of the lower Indus River valley?

4. Compose a list of questions that can be answered by looking at two maps. These questions require comparing data on two maps for answers. Have students or teams record the types of maps they used to attain answers. A few possible examples to two map questions:
    1. What type, or types, of climates are found over each of the early culture hearth regions?
    2. What levels of annual rainfall are found in each of the regions?
    3. How long are the yearly growing seasons in these two regions?

5. Compose the third group of questions to require the students to consult three, or more, different types of maps to find answers. Use information from the prior lists of questions, or compose new topics. Have students or teams record the different types of maps used for answers. A sampling of these questions includes:
    1. What type. Or types, of vegetation did certain climate types support within the Mesopotamia culture hearth?
    2. What area, within each region, shows the highest levels of annual rainfall?
    3. What climate types and growing season lengths, if any, do both regions have in common?
6. The fourth list of questions should require the students to work harder. These questions will require comparison and analysis of previous answers and some geographic inference comparison and analysis of previous answers and some geographic inference to reach answers. Encourage teams to discuss the questions to find their best answers. Some sample questions include:
    1. If the dominant climate types of the regions were arid, or semi-arid, and rainfall levels were not enough to support good crops, what systems were developed to grow successful crops?
    2. If the river plains in both regions had fertile soil, but no fertilizers were added by ancient farmers, how did the natural environment make the river plains so fertile?
7. In the final step of this lesson, the students come together as a whole to compare, analyze, and list the similar physical factors both culture regions shared that promoted agricultural development. Each team has an opportunity to contribute to a comparison chart (on the board or overhead) that will summarize their findings. An incomplete sample of a comparison chart is provided.

Sample Comparison Chart

Shared physical features	Mesopotamia	Indus River Valley
Major river systems	Tigris & Euphrates	Indus
Warm climates	desert & steppe	desert & steppe
Long growing seasons	8 to 12 months	8 to 12 months
Constant source of water	Anatolian Plateau Zagros Mts.	Himalaya Mts. Hindu Kush Mts.
Source of fertile soils	annual spring floods	annual spring floods
Annual rainfall	0 to 20 inches	0 to 20 inches

Similar adaptive factors	Mesopotamia	Indus River Valley
Lack of rainfall	irrigation systems water storage	irrigation systems water storage
Periods of drought	early maturing grain crops and use of grains that could be stored for times of drought	

Art of Ancient Egypt
Portfolios: State of the Art Program
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A Story About Egyptian Crowns

Ancient Egyptian civilization grew up 5,000 years ago (3000–500 B.C.) along the Nile River in Africa. Farmers grew crops, and craftsworkers used new technology to create tools, pottery, and jewelry. Boats delivering goods from village to village filled the river. Paintings of bloody battle scenes during this time suggest there were wars between the villages. Towns in Upper Egypt banded together to support a king who wore a white crown, while those in Lower Egypt had a king with a red crown.

Notice the three crowns in **A**, a stone relief carving from ancient Egypt. The middle crown is a *symbol* for, or represents, a victory that occurred about 3100 B.C., when King Menes' army of Upper Egypt overthrew the army of Lower Egypt. Menes' new and double crown symbolized the unification of Egypt.

This king became the first pharaoh, which would become the title of all the rulers of Egypt. Egypt's artists and craftspeople worked for the pharaohs. These artisans kept the temples supplied with beautiful objects, such as decorative furniture, golden dishes, jewelry made with gems, and handwoven textiles. In exchange, the artists and craftspeople received food and clothing.

Egyptian Tomb Paintings

Along with the stone relief carving in **A**, the wall painting in **B** tells a story about Egyptian people. Much of the information we have about ancient Egypt comes from such paintings, which decorate the walls and coffins in the tombs of wealthy Egyptians. These *tomb paintings* show scenes from the previous daily life of the buried Egyptian. How might you interpret the scene in **B**?

Notice the positions of the figures in both **A** and **B**. How would you describe the main difference in these artworks and those from other cultures? The Egyptian culture's artistic rules for showing people were to show the head, arms, and lower body in *profile*—in a side view—while showing the eye and upper torso in a front view. Observe how the figures in **A** and **B** demonstrate those rules.

King Tut's Tomb

In the Egyptian desert lies the final resting place of 30 pharaohs, known as the Valley of the Kings. One of those pharaohs ruled Egypt from the time he was about nine years old until he died at about age 18 (around 1358–1346 B.C.).

Today Tutankhamen (Tut), the young pharaoh, is best known for his magnificent tomb, which was filled with art objects. This discovery was made in 1922, during a time when scholars had begun to open the tombs of ancient Egypt. Contents of these tombs were examined and later displayed in museums all over the world. Tut's tomb is the only known royal tomb to have escaped grave robbers. The value and beauty of the artworks in his small tomb give a clear idea about why thieves have been attracted to the graves of many pharaohs.

You may be familiar with King Tut's golden mask in C, which shows what he looked like when he was alive. His sarcophagus, or coffin, is made of carved red granite. Inside it are three coffins, one inside another, carved in human form. The innermost coffin is made of 242 pounds of solid gold. Inside the final coffin, the mask in C covered the head and shoulders of the mummified king. Read the credit line to discover all the materials artists used to create the mask. You will learn more about King Tut's tomb in the next lesson.

Imagine the excitement of experiencing a discovery of ancient art! How do these "stories" of art history help you envision that excitement?

Designing a Mummy Case

Use pencil and white drawing paper to create a design for a mummy case. On brown or white craft paper, redraw your design to be at least four feet tall. Cut out your design, and use gold or silver foil, markers, colored construction paper, and other media to add color to your design.

Sketchbook/Journal

Create some sketches of other mummy case designs. Make notes about Egyptian art.

Human Rights – A Guide for Teachers
Submitted by Heidi Miller, Meadows Valley High School (New Meadows);
Sponsored by the Idaho Human Rights Education Center.

Genocide is the ultimate expression of hatred and violence against a group of people. This chapter traces the steps by which a group becomes the target of prejudice, discrimination, persecution and violence. The general concepts of stereotypes, scapegoats, prejudices, and discrimination are explored in a manner that will enable students to understand behavior and to condemn such behavior that is inappropriate in a modern, pluralistic society.

INSTRUCTIONAL OBJECTIVES

Students will learn that:

1. Stereotyping often results from, and leads to, prejudice and bigotry.
2. Unchecked prejudice and bigotry leads to discrimination, violence, and, in extreme cases, genocide.
3. Prejudice can be spread by the use of propaganda and inflamed by demagogues.
4. Language, particularly slang, is often used to dehumanize members of certain groups of people, and this dehumanization is a precursor of discrimination, isolation, and violence.

CONTENT

The holocaust was the destruction of European Jewry by the Nazis through an officially sanctioned, government-ordered, systematic plan of mass annihilation. As many as six million Jews died, almost two-thirds of the Jews of Europe. Although the Holocaust took place during World War II, the war was not the cause of the Holocaust. The war played a role in covering up the genocide of the Jewish people. How could this have happened? The answers can be found by understanding how violence of this magnitude can evolve out of prejudice based on ignorance, fear, and misunderstanding about minority groups and other groups who are different from us.

The purpose of this lesson is to teach that the genocide we know as the Holocaust had roots in attitudes and behavior that we see around us every day. It is only when these attitudes and behaviors are manifested in the extreme that genocide can occur. Genocide is the last step in a continuum of actions taken by those who are prejudiced. The first step of this continuum is discrimination and treating certain groups of people differently. The second step is isolation, such as the physical segregation of minorities in ghettos or setting up separate schools. The third step is persecution, followed by dehumanization and violence. Genocide: the deliberate and systematic extermination of a group of people is the ultimate expression of human hatred.

Stereotypes

A "stereotype" is a generalization about a person or group of persons. We develop stereotypes when we are unable or unwilling to obtain all of the information we would need to make fair judgments about people or situations. In the absence of the "total picture," stereotypes in many cases allow us to "fill in the blanks." Our society often innocently creates and perpetuates stereotypes, but these stereotypes often lead to unfair discrimination and persecution when the stereotype is unfavorable.

For example, if we are walking through a park late at night and encounter three senior citizens wearing fur coats and walking with canes, we may not feel as threatened as if we were met by three high school-aged boys wearing leather jackets. Why is this so? We have made a generalization in each case. These generalizations have their roots in experiences we have had ourselves, read about in books and magazines, seen in movies or television, or have had related to us by friends and family. In many cases, these stereotypical generalizations are reasonably accurate. Yet, in virtually every case, we are resorting to prejudice by ascribing characteristics about a person based on a stereotype, without knowledge of the total facts. By stereotyping, we assume that a person or group has certain characteristics. Quite often, we have stereotypes about persons who are members of groups with which we have not had firsthand contact.

Television, books, comic strips, and movies are all abundant sources of stereotyped characters. For much of its history, the movie industry portrayed African-Americans as being unintelligent, lazy or violence-prone. As a result of viewing these stereotypes pictures of African-Americans, for example, prejudice against African-Americans has been encourages. In the same way, physically attractive women have been and continue to be portrayed as unintelligent or un-intellectual and sexually promiscuous.

Stereotypes also evolve out of fear of persons from minority groups. For example, many people have the view of a person with mental illness as someone who is violence-prone. This conflicts with statistical data, which indicate that persons with mental illness tend to be no more prone to violence than the general population. Perhaps the few, but well-publicized, isolated cases of mentally ill persons going on rampages have planted the seed of this myth about these persons. This may be how some stereotypes developed in the first place; a series of isolated behaviors by a member of a group that was unfairly generalized to be viewed as a character of all members of that group.

Discrimination

When we judge people and groups based on our prejudices and stereotypes and treat them differently, we are engaging in discrimination. This discrimination can take many forms. We may create subtle or overt pressures that will discourage persons of certain minority groups from living in a neighborhood. Women and minorities have been victimized by discrimination in employment, education, and social services. We may shy away from people with a history of mental illness because se are afraid they may harm us. Woman and minorities are often excluded from high echelon positions in the business world. Many clubs have restrictive membership policies that do not permit Jews, African-Americans, women, and others to join.

In some cases, the civil and criminal justice system has not been applied equally to all as a result of discrimination. Some studies indicate that African-Americans convicted of first degree murder have a significantly higher probability of receiving a death penalty than whites convicted of first degree murder, for example. When political boundaries have been drawn, a process known as "gerrymandering" has often been used to provide that minorities and other groups are not represented in proportion to their population in city councils, state legislatures, and the U.S. Congress.

Racism

Anthropologists, scientists who study humans and their origins, generally accept that the human species can be categorized into races based on physical and genetic makeup. For example, many, but certainly not all African-Americans have physical differences from Caucasians beyond their dark skin, such as wiry hair. Virtually all scientists accept the fact that there is no credible scientific evidence that one race is culturally or psychologically different from any other, or that one race is superior to another. Past studies which reached conclusions other than that, have been found to be seriously flawed in their methodology or inherently biased.

Yet despite overwhelming scientific evidence to the contrary, there are people who maintain that their own race is superior to all others. These people, know collectively s "racists," are the most likely to engage in discrimination, persecution, and violence against those they deem to be members of "inferior" races.

In 19th century Europe, Jews were classified as an "inferior" race with specific physical and personality characteristics. Some thinkers believed these traits would disappear if Jews received political and social emancipation and could assimilate into the broader society. Others felt that these traits were genetically passed on and could not be changed. Racial theory, distorted into a pseudo-science, sanctioned negative stereotypes existing from classical and Christian anti-Semitism. An increasing emphasis on nationalism also highlighted the Jews as a "foreign element," which could contaminate the native stock and culture and potentially dominate the native population economically and politically. This long-standing history provided a seedbed for the Nazi ideology and program of genocide.

In North America, African-Americans were brought from Africa as slaves, and their descendants have endured centuries of oppression. During the Civil War, slaves were freed and granted citizenship. Discrimination continued. "Jim Crow" laws in the South required separate bathrooms, busses, and nursing homes for African-Americans. Poll taxes and literacy tests were required solely for the purpose of disenfranchising minorities. Before the landmark 1954 U.S. Supreme Court decision of Brown vs. Board of Education (Topeka, Kansas), segregation of school systems was legal. Decades later, many school systems remain segregated.

Racism against African-Americans is still prevalent in the United States. Despite laws and other protections against discrimination, African-Americans still face discrimination in housing, employment, and education. African-Americans are still victimized by

insurance redlining, and the racism of whites and others is exploited by block busting, a practice which is illegal in Pennsylvania and many other states. Although racist organizations such as the Ku Klux Klan have small memberships, they have been actively recruiting and holding rallies in Pennsylvania and other states and spreading their messages of hate against African-Americans, Jews, Catholics, and other minorities.

Civil rights laws have been passed at the local, state, and federal levels to combat racism and the persecution and discrimination which racism promotes. While the First Amendment to the Constitution protects the rights of everyone to assemble peaceably and speak freely, racist messages universally bring a response of condemnation from responsible members of the communities that racists visit. The international community universally has condemned the apartheid policies of the government of South Africa, and the debate on sanctions against this government is a continuing public policy issue before the U.S. Congress.

Immigration Quotas Based on Racism

Before 1890, the overwhelming majority of immigrants to the United States were from northern and western Europe. They were predominantly Protestant and included many industrious farmers and skilled workers with a high rate of literacy who were easily assimilated. In the 1840s and 1850s, hundreds of thousands of Irish citizens fled their homeland for the U.S. to escape famine and discrimination. At the turn of the century, immigration shifted to a southern and eastern European populations which was mainly Catholic, Greek Orthodox or Jewish. Many were impoverished, and there was a high proportion of illiteracy. Unlike the first wave of immigration that had dispersed throughout the United States, these groups settled in pockets in major cities, retaining their language and customs. They also provided a large poll of unskilled factory labor that competed with the American labor force. Concern about economic competition intertwined with concern about the "illiterate poor" becoming public charges.

In the early 1900s, groups were formed to place barriers to the immigration of such people. Among these were the American Protective Association in the Midwest and the Immigration Restriction League established in Boston.

Studies and reports were commissioned to "prove" that southern and eastern Europeans were racially inferior to northern and western Europeans. One such study, sponsored by a nine-member Immigration Commission appointed by the U.S. government in 1907, culminated in a 42-volume report to support this racist notion. Immigration policies were influenced by these reports and studies, and also contributed to the growing isolationist viewpoint of U.S. government policymakers.

The Quota Act of 1921 put the first numerical restrictions on European immigration, followed by the Immigration Acts of 1924 and 1929. The total number of immigrants permitted each year was cut by over 80% from the average immigration numbers at the turn of the century and the distribution was based on the ethnic origins of the U.S. Population in 1920. As a result, 83,575 places out of a total 153,774 were assigned to Great Britain and Ireland that provided relatively few applicants. On the other hand,

countries with more potential immigrants had smaller quotas; Germany, about 26,000; Poland, 6,000; Italy, 5,500; France, 3,000; Rumania, 300.

Arthur D. Morse, in his volume, *While Six Million Died*, wrote that "Later these impersonal figures would doom Rumanian, Polish, and French Jews seeking sanctuary while the English and Irish quotas lay unused." These figures were unchanged until the Administration of Lyndon Johnson in the 1960s.

Sexism

The concept of equal rights for women is as old as the ancient Greeks; the Greek philosopher Plato advocated for equality between the sexes in his Republic. Few civilizations have even approached this equality, however, and it has only been in modern times that women have been granted legal rights that were routinely applied only to men. Actual equality in society has lagged far behind legal emancipation, many believe.

Legal rights for women have evolved in the United States since the early 1800s. Pennsylvania was the first state that had a medical school for women (1850). Other professions also began to permit women to practice although most states did not admit women to practice law until the middle of the 19th century, and virtually none did before 1820. In most states, married women were not permitted to own property or enter into contracts until the mid-1800s.

In 1920, the 19th Amendment to the Constitution was enacted giving women the right to vote. It was not until 1933 that a woman served as a member of the President's cabinet (Frances Perkins, Secretary of Labor) in the Administration of Franklin D. Roosevelt.

The Civil Rights Act of 1964 prohibited sexual discrimination with regard to most employment issues. A proposed amendment to the Constitution to grant women equal protection under the law (the "Equal Rights Amendment") was passed by the Congress in 1972, but failed to receive approval from three-fourths of the states needed to ratify it in the prescribed time period for it to become effective.

Laws, which exist in every state, provide that women must receive equal pay for equal work, a concept that only a few decades ago was unthinkable. "Comparable worth" laws have been proposed in several states which would end the disparity between the pay of women in historically "female" dominated professions (such as teaching, nursing, and secretarial work) and "comparable" positions which are dominated by males.

Although sexual discrimination remains a problem at all levels of society, women have risen to leadership positions in government, business, and the professions, but not to the same degree as their male counterparts. Women have run for President (Rep. Shirley Chisholm in 1972) and have been nominated on the ticket of a national party (Democratic Vice-Presidential nominee Geraldine Ferraro in 1984).

Minority Persecution and Genocide

Just as a school bully can assert his power over a weaker student by pure physical intimidation, a minority group may be victimized by a more powerful majority that is insensitive to the needs and aspirations of that minority. Minority groups may be subjected to dehumanization experiences made to feel powerless by being subjected to degrading and humiliating experiences based on prejudice. Examples in history have been:

- ***African-Americans being forced to ride in the back of the bus***
- ***German Jews being required to wear a yellow "Star of David"***
- ***Minorities being referred to by pejorative slang names (if appropriate, the teacher may wish to discuss racial or ethnic epithets relevant to their students' community or town)***
- ***Minorities being the subject of jokes which poke fun at the target's race, religion, or ethnic origin, and which rely on stereotypes***
- ***Japanese-Americans being isolated in camps during World War II***
- ***Native-Americans having their land confiscated in violation of treaties, being the victims of government-sponsored massacres, and being placed on reservations.***

Minorities have also been the victims of violence based on their minority status. Minority institutions, such as places of worship, schools, and cemeteries, have been the target of vandalism, arson, and desecration. African-Americans were victims of lynching and whippings in the South and other parts of the United States as well. In Eastern Europe, random violence directed at Jews, called pogroms, resulted in the massacre of thousands. Today, there are groups such as the Ku Klux Klan (KKK), the White Knights, the Order, the Posse Comitatus, and neo-Nazi Skinheads, which openly condone discrimination and advocate against certain minorities as part of their doctrines.

Genocide, the destruction of a people, is the most extreme form of persecution. During World War II, Hitler's dream of destroying European Jewry substantially came to fruition. Through the use of propaganda, he successfully convinced millions of followers that the Jews were to blame for Germany's troubles, including its humiliation during World War I, and its economic chaos. Six million Jews were annihilated. The Armenian genocide of the early 20th century and the murder of millions of Cambodians by Pol Pot and his Khmer Rouge are other examples of genocide in the 20th century.

Scapegoating

Scapegoating is the practice of blaming an individual or group for a real or perceived failure of others. The origin of the term comes from the Bible. The high priest in Biblical times would place his hand upon a goat's head and transfer the sins of the community to the goat, which was then released into the desert.

It is not uncommon to blame others for our own mistakes, and especially to affix blame on those who are unable or unwilling to defend themselves against the charges. Minorities are often the targets of scapegoating. First, minorities are often isolated within society and are thus an easy target. Those in the majority are more easily convinced about the negative characteristics of a minority with which they have no direct contact. Violence, persecution, and genocide directed against minorities often occur when a minority group is being blamed for some social ill. Unemployment, inflation, food shortages, the plague, and crime in the streets are all examples of ills that have been blamed on minority groups.

Demagogues and Propaganda

Some prejudice has been passed down from generation to generation. Prejudice against Jews, called anti-Semitism, has been known for more than two thousand years. It is usually the case, however, that the passions of hatred against minorities by members of the majority are stirred up by charismatic leaders who exploit latent hatreds for their own political ends. These leaders are called "demagogues," and they depend upon propaganda and disinformation to achieve their ends. Many demagogues have been successful because people want to believe that there is a simple cause of their problems. Through the use of propaganda techniques, persuasive arguments are made that one group or another is to blame for all of our problems, and these problems would go away "were it not for those (fill in the target minority)." As a population becomes educated, it becomes less easy to sway with propaganda. In a free society where access to information is not restricted, it becomes even more difficult.

Positive Responses to Prejudice and Stereotypes

Understanding the nature of prejudice, scapegoating, stereotypes, and discrimination is the first step in combating these practices. All of us have prejudices about members of groups different from ourselves. We should, however, recognize that we are not acting fairly if we treat people differently because of these stereotypes and prejudices. Each one of us deserves to be considered a unique human being.

In his 1963 "I Have a Dream" speech at the Lincoln Memorial, civil rights activist Dr. Martin Luther King, Jr. said, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character." Dr. King devoted his life to fighting bigotry and prejudice. His message was meant not only for African-Americans, but also for all oppressed minorities. In taking a courageous stand against racial hatred, Dr. King was subjected to personal injustices that culminated in his murder at the hands of a racist assassin. Yet his message of brotherhood, of understanding, of inter-group dialogue, of coalition building, of non-violent resistance to injustice, has endured. His birthday is celebrated as a national holiday.

All of us face peer pressure when confronted with a joke that puts down a certain minority. It takes courage to raise objections to these jokes and pejorative names and to actively fight the prejudice and bigotry that they foster. It is important to stand up against

injustice, and fight the discrimination, stereotypes, and scapegoating which have served as the precursors to persecution, violence, and genocide.

VOCABULARY

Anti-Semitism – Coined by Wilhelm Marr, an anti-Jewish German journalist in 1879, was used to mean "opposition to Jews." Today it refers to prejudice against Jews.

Apartheid – The system of racial segregation in South Africa.

Bigotry – intolerance for the beliefs of others, particularly those of minority groups.

Block-busting – The illegal practice of exploiting racial prejudice by inducing the sale of houses owned by whites in segregated neighborhoods at bargain prices as a result of a minority being sold a home in that neighborhood.

Civil rights – the rights of full legal, social and political equality afforded to all citizens.

Demagogue – A person who gains power through impassioned public appeals to the emotions and prejudices of a group by speaking or writing.

Disinformation – Purposely incorrect information.

Ethnocentrism – The belief that one's own ethnic, religious, or political group is superior to all others.

Genocide – (genos=people, race, kind; cide=murder) The use of deliberate, systematic measures (as killing, bodily or mental injury, unlivable conditions, prevention of births, forcible transfer of children of the group to another group) calculated to bring about the destruction of a racial, political or cultural group or to destroy the language, religion or culture of a group.

Gerrymandering – The division of voting districts to give one group an advantage over another.

Ghetto – A section of a city in which Jews were required to live surrounded by walls; has been adopted to include sections or cities predominantly inhabited by minority groups which may have socio-economic rather than physical barriers.

Holocaust – Literally, "fire that causes destruction," has been used to designate the destruction of six million Jews by the Nazis during World War II.

Insurance red-lining – The practice, illegal in many states, of setting insurance rates on the basis of a neighborhood, which is intended to discriminate against residences and businesses in "undesirable" neighborhoods.

Ku Klux Klan – An organization in the United States which utilizes propaganda and terror against African-Americans, Jews, Catholics, and other minorities to express its extremist racist and anti-Semitic views.

Lynching – The capture and killing of a person, usually by hanging, often in retaliation for a real or perceived crime, by a mob acting outside the authority of the civil justice system.

Persecution – The oppression and/or harassment of people based on their race, religion, color, national origin, or other distinguishing characteristic.

Pogrom – An organized, and often government-sponsored or condoned, massacre of Jews.

Prejudice – An unfavorable opinion formed against a person or group based on a stereotype.

Propaganda – Information which is used to promote a cause or to injure or enhance the reputation of a group, individual, or position, and which may either not be factual, may "bend" the facts, or does not tell the entire story, in order to suit the purposes of the author.

Racism – A belief that one race is superior to another.

Scapegoat – A person or group who is given the blame for the mistakes or failures of others, promoted through the use of propaganda.

Skinhead – A member of a youth cult group, whose members have their heads, and whose activities in some cases have taken the form of violence and terror directed against African-Americans, Hispanics, Jews, Asians, homosexuals, and other minorities.

Stereotype – A generalized image of a person or group, which does not acknowledge individual differences and which is often prejudicial to that person or group.

ACTIVITIES

1. ***Read Hans Christian Anderson's "The Emperor's New Clothes."***
2. ***Keep a log of your television watching, and record in it all instances you believe a character is being treated as a stereotype.***
3. ***Obtain campaign literature from each of the major national parties and describe aspects of it which you feel are propaganda.***
4. ***Use the diagram, "Steps to Organized Genocide," at the end of this chapter and analyze whether it had ever applied, at some time in the history of the United States, to the following groups:***

a) American Indians

b) Haitians

c) Chinese

d) Jews

e) African-Americans

f) Japanese-Americans

g) Southeast Asians (Cambodians, Vietnamese)

h) Koreans

i) Hispanics

j) East Europeans (Slavic Peoples)

k) Southern Europeans (Italians, Greeks)

l) Irish

5. ***Have students complete the following sentences, then break up into small groups to compare their answers and discuss if there is any prejudice and bigotry in their answers or in those of their classmates, as well as what factors (e.g., television, newspapers, friendships, attitudes of their parents) may have contributed to such prejudice:***

a) All athletes are

b) People on welfare are all

c) He's a cheap

d) Drugs are used by virtually

e) All homosexuals are

f) All politicians are

g) All people with AIDS are

h) All people who sleep on grates are

i) All Christian Fundamentalists are

j) All male hairdressers are

k) All male ballet dancers are

l) All Jewish mothers are

m) All Harvard graduates are

n) All construction workers are

o) He's so dumb, he must be

p) He's so smart, he must be

q) He's quick-tempered, so he must be

r) He drinks like a fish, so he must be

s) He likes watermelon, and so does every

6. Write down characteristics of each of the following groups:

a) African-Americans

b) Jews

c) Rich people

d) Japanese

e) Hispanics

f) Athletes

g) Obese people

h) Homosexuals

i) Politicians

j) Men

k) Women

l) Soviets

m) Liberals

n) Conservatives

o) Democrats

p) Republicans

q) Teachers

r) Cheerleaders

7. ***Research and compare the following U.S. Supreme Court cases:***

a) Plessy vs. Ferguson (1895)

b) Korematsu vs. United States (1944)

c) Brown vs. Board of Education, Topeka, Kansas (1954)

d) Frontiero vs. Richardson (1973)

8. ***Consider your attitudes and prejudices about:***

a) vegetarians

b) people who wear dashikis (usually a brightly colored, loose-fitting, pullover garment)

c) students who wear yarmulkes (skullcaps)

d) students with punk-style haircuts

e) students who wear an Afro haircuts

f) students with "skinhead" haircuts

g) students who wear gold chains around their necks

h) students who carry large stereo radios

i) students with orange hair

j) boys who wear an earring

k) skateboard users

DISCUSSION QUESTIONS

1. Is there an "African-American" area of your community? A "white" area? Is there an area that is "restricted" to one race, religion, or national origin? What would the consequences be for someone of the "wrong" race, religion, or national origin to seek to reside in that area?

2. Have you ever been told not to venture through a certain neighborhood? Why would anyone suggest this? Is any of this based on prejudice? Are there stereotypes of the people in that neighborhood? Would those people feel safe venturing into your neighborhood? Why or why not?

3. Discuss Adolf Hitler's reported statement, "Who still tells nowadays of the extermination of the Armenians?" Does this statement have any validity today?

4. Discuss the following: "Genocide can never be eliminated because it is deeply rooted in human nature." Do you agree or disagree?

5. Why do some people join groups such as the KKK?

6. Discuss how prejudice and discrimination are not only harmful to the victim but also to those who practice them.

7. Is it possible to grow to adulthood without harboring at least some prejudice toward minorities?

8. What can you do to fight prejudice in your neighborhood or school?

EVALUATION

1. Define the following:

    a. Stereotype
    b. Scapegoat
    c. Discrimination
    d. Ghetto
    e. Propaganda
    f. Prejudice
    g. Genocide
    h. Demagogue

2. Give four examples of discriminatory practices against African-Americans in the United States.

3. Describe one process by which a stereotype is created.

4. Why were Asian-Americans isolated in camps during World War II by executive order of the President?

5. Describe a stereotyped character from a television show or movie. Discuss how accurate the stereotype is.

6. What was the significance of the U.S. Supreme Court decision in Brown vs. Board of Education?

7. Name several strategies majorities have used to isolate minorities.

8. What were "Jim Crow" laws, and what purpose did they serve?

9. Why is Dr. Martin Luther King, Jr.'s birthday celebrated as a national holiday? What contributions did he make to the civil rights movement?

10. What is the origin of the term "scapegoat," and how is this term used today?

TEACHING STRATEGIES

- ***Encourage students to share any personal experiences they may have had with racism, sexism, anti-Semitism, or other discrimination. If students are not quite comfortable about speaking about their individual experiences, permit them to talk about the prejudices of their friends, or about prejudicial attitudes they have seen on television or at the movies.***

- ***Survey class members about the roots of their family tree: what countries their ancestors came from, what period they arrived in the country, the purpose for which they emigrated, and the business or trade their ancestors had when they first arrived.***

- ***Have the students read the U.S. Constitution and the Declaration of Independence. Ask them to describe values inherent in these documents (e.g., freedom, liberty, justice, truth, equality) and ask them to discuss how prejudice, discrimination, and bigotry promote values that run counter to those of these documents.***

- ***Spend time discussing the biography of Dr. Martin Luther King, Jr., his "I Have a Dream" speech, and whether any progress has been made on the issues raised by the speech.***

- ***Obtain a copy of the Anti-Defamation League's "A World of Difference" Teacher/Student Study Guide that is designated as a full course of study to***

promote prejudice reduction. Information about this guide, which includes scores of exercises, readings, discussion questions, and a bibliography can be obtained from the ADL, 230 South Broad Street, Philadelphia PA 19102 or call 215-568-2223.

- ***Listen to and discuss "The Sounds of Silence" (Simon & Garfunkel) and "Carefully Taught" (from South Pacific: Rogers & Hammerstein.) Discuss silence, indifference, fear of new people and situations: how we may accept others' prejudices too easily and without thinking.***

- ***Listen to and discuss "Word Game," a song by Stephen Sills (this talks about the origins of prejudice and how it affects human behavior.)***

- ***Read and discuss an excerpt from Sammy Davis, Jr.'s autobiography, "I Ain't Sleepin' Nexta No Nigger!"***

DIAGRAM:

"STEPS TO ORGANIZED GENOCIDE" (for use with ACTIVITIES, Item 4, Page 10)

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ISOLATION

PERSECUTION

DEHUMANIZATION

VIOLENCE

MASS EXECUTIONS

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